

## CHESTER SENIOR HIGH

1330 JA Cochran By Pass  
Chester, South Carolina 29706

**GRADES** 9-12 High School

**ENROLLMENT** 966 Students

**PRINCIPAL** Kathie Greer 803-377-3161

**SUPERINTENDENT** Dr. Barry E. Campbell 803-385-6122

**BOARD CHAIR** Mrs. Denise C. Lawson 803-581-6224

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**UNSATISFACTORY**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	13	10	3	2

#### IMPROVEMENT RATING:

**EXCELLENT**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**N/A**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Excellent	N/A
<b>2002</b>	Unsatisfactory	Unsatisfactory	N/A
<b>2003</b>	Unsatisfactory	Excellent	N/A
<b>2004</b>			

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Passed all 3 subtests</b>	57.9	47.1	58.5	61.0	64.3	62.8
<b>Passed 2 subtests</b>	18.7	22.9	20.5	20.0	17.7	18.7
<b>Passed 1 subtest</b>	11.7	17.1	14.0	11.4	11.2	10.9
<b>Passed no subtests</b>	11.7	12.9	7.0	7.6	6.8	6.9

**PERFORMANCE BY STUDENT GROUPS**

	<b>Exit Exam Passage Rate by Spring 2003</b>		<b>Eligibility for LIFE Scholarships*</b>		<b>Graduation Rate</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>All Students</b>	157	87.9	136	2.9	210	57.1
<b>Gender</b>						
Male	76	86.8	57	1.8	97	50.5
Female	80	88.8	79	3.8	113	62.8
<b>Race or Ethnic Group</b>						
African American	80	85.0	72	1.4	118	50.8
Hispanic	N/A	N/A	1	I/S	0	N/A
White	75	92.0	62	4.8	91	64.8
Other	1	I/S	1	I/S	1	I/S
<b>Disability Status</b>						
Non-speech disabilities	N/A	N/A	10	0.0	22	0.0
Students without disabilities	157	87.9	126	3.2	188	63.8
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	136	2.9	0	N/A
<b>English Proficiency</b>						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	155	87.7	136	2.9	210	57.1
<b>Lunch Status</b>						
Subsidized meals	49	83.7	41	2.4	77	44.2
Full-pay meals	106	89.6	95	3.2	133	64.7

n = number of students on which percentage is calculated

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	2.9	9.1
<b>Seniors who met the SAT requirement</b>	2.9	9.3
<b>Seniors who met the grade point average</b>	39.0	47.1

\*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 966)				
Retention rate	0.1%	Down from 13.2%	9.5%	7.3%
Attendance rate	93.7%	Down from 94.1%	95.6%	95.5%
Eligible for gifted and talented	3.1%	Down from 5.7%	3.1%	5.1%
With disabilities other than speech	10.5%	Up from 7.6%	12.9%	12.2%
Older than usual for grade	13.7%	Down from 13.8%	10.8%	10.1%
Suspended or expelled	4.3%	Down from 9.5%	2.5%	2.3%
Enrolled in AP/IB programs	3.7%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	6.5%	Up from 4.3%	2.7%	2.7%
Career/technology students in co-curricular organizations	9.3%	Up from 7.3%	4.7%	3.2%
Enrollment in career/technology center courses	342	Up from 17	511	433
Students participating in worked-based experiences	6.5%	Down from 8.9%	26.5%	26.3%
Career/technology students mastering core competencies	73.2%	Down from 85.7%	73.7%	74.9%
Career/technology completers placed	N/A	N/A	99.8%	99.5%

Teachers (n= 56)				
Teachers with advanced degrees	46.4%	Down from 51.7%	46.4%	51.7%
Continuing contract teachers	73.2%	Down from 76.7%	81.8%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.7%	Up from 81.5%	84.2%	85.1%
Teacher attendance rate	95.1%	Down from 99.2%	95.5%	95.8%
Average teacher salary	\$40,215	Down 1.5%	\$39,919	\$40,303
Prof. development days/teacher	9.8 days	Up from 5.1 days	10.0 days	10.3 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio	23.5 to 1	Up from 10.8 to 1	24.8 to 1	26.2 to 1
Prime instructional time	87.3%	Down from 93.4%	89.9%	90.1%
Dollars spent per pupil*	\$6,733	Up 13.8%	\$6,318	\$6,279
Percent spent on teacher salaries*	53.1%	Down from 54.6%	56.9%	57.8%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	42.4%	Down from 74.9%	92.1%	87.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

I would like to thank our parents and community for your continued support of your children and CHS faculty and staff. We have, and continue, to face many challenges related to increased demands and dwindling resources. Despite these challenges, we have been creative in using what we have to create more learning opportunities for our students. In addition to the traditional curriculum, we have provided exit exam and SAT workshops, after school tutoring, a homework assistance center, expanded use of technology, an after school program that will see 35 students graduate this school year as a result of its assistance to these students, programs that provide intervention or alternatives to long term suspension or expulsion (tobacco awareness, conflict management, back in control), an educational support program for parents (back in control parenting), numerous incentives and recognitions for students and faculty, and more opportunities for parent/community involvement. Extra-curricular programs continue to expand and be fine-tuned also.

We will begin a ninth grade academy program in July of 2003 to meet the special needs of students transitioning to high school and provide a more focused approach to identifying and addressing the academic needs of these students. We have added several new honors courses in math and science, as well as offering some courses on a 4x4 format to allow students to take more courses during their high school career and improve their preparation for advanced placement courses and exams. Our faculty and administrative staff have organized into work teams to more effectively plan, implement, and evaluate our curriculum, classroom instruction, and school environment, as well as continuing our development as educators. We use the data collected in-house and through standardized assessments to tailor academic programs to specific student needs and evaluate student progress.

We recognize that it will take time for the results of our efforts and initiatives to become evident through standardized test results, and hope that those who view our report card will examine all the data included (not just the rating, which is determined primarily by test results). We continue to work hard to meet the needs of our students. Please continue to give your support and encouragement to them and those of us who work with them each day. We will not be content until all students are successful. CHS- CHALLENGE, EXCELLENCE, TRADITION

Kathie Greer, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	54	148	75
<b>Percent satisfied with learning environment</b>	77.8%	59.7%	49.3%
<b>Percent satisfied with social and physical environment</b>	77.8%	71.3%	41.9%
<b>Percent satisfied with home-school relations</b>	16.7%	73.9%	40.5%

**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.